On Campus:

- President's Cabinet
- Management Action Council
- Student Services Cabinet
- International Task Force
- Multicultural Committee
- College Council
- Student Services Committee, Chair
- Advising Steering Committee
- Centralia College Alumni Association Board
- New Student Orientation
- Centralia College Scholarship Committee
- Services and Activities Fee Budget Committee
- Diversity Assessment Committee
- Cultural Pluralism Infusion Project
- People of Color Participation and Diversity Committee
- Running Start Advisory Committee
- International Steering Committee
- Publication Review

In the Community:

- Chamber of Commerce Education Committee

BUDGET:

Annual Operating Budget for 1993-94	$	804,648
International Student Programs		27,737
Grants:		
Educational Talent Search		218,000
Student Support Services		206,052
Cultural Pluralism		4,200
Co-location (Workforce)		50,000
Student Community Service Program		15,000
Other Budgeted Items:		
Associated Students of Centralia College		177,800
Financial Aid and Scholarships		2,200,000
TOTAL 1993-94 BUDGET	$	3,703,437

ACCOMPLISHMENTS FOR 1993-94

- Selected and trained a new Director of Student Support Services. Appointed and trained an Interim Director of Educational Talent Search.
- Planned, developed and implemented an International Student Program pilot project.
- Planned and developed staff development workshops and a retreat for the Student Services Staff.
- Planned and developed the Student Job Center program (Co-location Project).
- Attended diversity training through the Washington Center's Pluralism Cultural Infusion Project and served as a member of Centralia College's Implementation Team.
- Actively involved with the planning, development and implementation of the College Council.

DEPARTMENT: ADMISSIONS AND RECORDS

MISSION: The Admissions and Records Office is responsible for the accurate and timely processing and maintenance of student records relating to admissions, registration, enrollment information, course information, grades, class schedules, and veterans issues. The Admissions and Records Office is responsible for the maintenance of the computerized records management system called the Student Management System (SMS). Other services provided are the development and dissemination of admissions information, the coordination of high school/college relations activities, the Running Start program, marketing activities, and the coordination of commencement.

STAFFING: The staff of the Admissions and Records Office consists of a Director, a Credentials Evaluator (Program Coordinator), Program Assistant I, Office Assistant III, two student workers in Registration and Records and six student workers in Admissions, one regular part-time employee (Office Assistant II) in Registration, one regular part-time employee (Program Coordinator) in Admissions, and occasional part-time employees.

COMMITTEE SERVICE BY THE DIRECTOR:

In the Community College System:

- Washington Association of Community College Registrars & Admissions Officers (WACCRAO)
- Washington Council on High School/College Relations (WCHSCR)
- Inter-College Relations Commission, ICRC liaison
- Student Services Computing Group of Washington (SSCG)
- Pacific Northwest Association of College Admissions Counselors (PNACAC)
- Pacific Association of College Registrars and Admissions Officers (PACRAO)
- Running Start Advisory Committee (State-wide)

On Campus:

- Management Action Council
- Academic Standards Committee
- Instructional Council
- Student Services Cabinet
- Advising Steering Committee
- College Council
- Commencement Committee, Chairperson
- Enrollment Management Committee, Chairperson
- Distinguished Alumnus Committee, Co-Chairperson
- Tenure Committee, Chairperson
- Running Start Advisory Committee, Chairperson
- Diversity Action Plan Committee
- Student Success Strategies Committee
- Financial Aid Appeals Committee
- Admissions Hearing Committee, Chairperson
- New Student Orientation Committee
- Student Support Services Director Screening Committee, Chairperson
- International Student Programs Committee
- Committee on Committees DTF
- Invocation/Benediction Commencement DTF
- Entry Center Task Force

BUDGET: The annual operating budget for 1993-94 is $180,694.

ACCOMPLISHMENTS FOR 1993-94

- Participated as a member of the newly formed College Council.
- Involved in the time-consuming process of identifying and tracking Workforce Training students as well as continued tracking of timber waiver students.
- Continued to Chair the Running Start Advisory Committee composed of campus faculty and staff as well as area high school principals and counselors. Disseminated 1993-94 changes in the Running Start law to all high schools participating in the Running Start Program. In the process of developing a plan for mandatory orientation for eligible Running Start students and their parents or guardians. Began using the new form developed by SPI for reporting monthly enrollments of Running Start students and began using computerized enrollment data to attach to the form.
- Involved in the planning, development and implementation of the International Student Program.
- Implemented the Admissions Hearing Committee to individually review the requests for admission by students under 17 years of age.
- Continued marketing Centralia College through the efforts of the Admissions Team. Revitalized the Enrollment Management Committee to develop short and long range recruitment goals for Centralia College.
- Provided lead responsibilities for the advising logistics and for the development and production of the faculty advising handbook.
- Served and prepared information/data for the following DTF's/Committees: Invocation/ Benediction Commencement DTF, Committee on Committees, Sports DTF, Computer DTF, Diversity Action Plan Committee, Entry Center Task Force, Enrollment Management Committee, in addition to previous commitments to other committees.

DEPARTMENT: COUNSELING AND CAREER CENTER

MISSION: Counseling staff reports to the Dean of Students to whom they are responsible for planning, organizing, marketing, implementing, and evaluating career planning and counseling, advising, testing, and placement.

STAFFING: Included are two full-time (one of whom serves as Coordinator) and two part-time Counselors, a Special Populations Coordinator, and a Program Assistant. One part-time counseling staff member includes a part-time Counselor for the East County Center.

COMMITTEE SERVICE BY STAFF:

- Advising Steering Committee
- Communications Workshop
- Instructional Council
- International Student Advisory Committee
- New Student Orientation Planning
- Tenure Committees
- Running Start Advisory Committee
- Student Services Cabinet
- Financial Aid Appeals Committee
- Wellness Committee
- Budget and Review Committee
- Entry Center Task Force
- Counseling Staff Meetings
- Workforce Training
- Cultural Pluralism Infusion Team
- Testing Task Force
- College Council
- Outcomes Project
- FIPSE Grant

BUDGET: The annual operating budget for 1993-94 is $127,800.

ACCOMPLISHMENTS FOR 1993-94

- Increased the number of Student Success Course sections being offered.
- Improved Scholarship Information System.
- Conducted periodic in-service sessions on specific topics.
- Increased collaboration with ETS/SSS staff.
- Continued to develop and refine computer-aided systems, including researching new software programs appropriate to the Career Center.

DEPARTMENT: EDUCATIONAL TALENT SEARCH

MISSION: Educational Talent Search is a federally funded program administered by Centralia College which provides outreach and support services to students and adults who wish to continue their secondary or postsecondary education. The Educational Talent Search program is a comprehensive counseling and referral program that provides free academic, vocational, career, and financial aid information to persons over 12 years of age. The goals of the program are to help participants complete high school or the GED and to assist participants in entering college or vocational schools. Two-thirds of program participants are expected to meet eligibility criteria of low income and first generation college student.

STAFFING: The ETS Office consists of a half-time Director, three full-time and two part-time Program Coordinators, one quarter-time Lead Secretary and one part-time Office Assistant.

COMMITTEE SERVICE BY STAFF:

In the Community College System:

- Northwest Association of Special Programs (NASP)
- National Council of Educational Opportunity Associations (NCEOA)
- Washington State Campus Compact
- AmeriCorps Learn and Serve America

On Campus:

- Management Action Council
- Student Services Cabinet
- Running Start Advisory Committee
- Communications Workshop
- SAIL Advisory Board
- Tech Prep Consortium
- Campus Council
- External Funding
- Entry Center Task Force

BUDGET: The operating budget for September 1, 1993 - August 31, 1994 is $218,000 in federal funds. Plus a Student Community Service Program for $15,000.

ACCOMPLISHMENTS FOR 1993-94

- 100% of middle school and high school students (grades 7-12) participating in the project were retained or completed high school.
- Documented that 46 of the 47 adults served (98%) continued on to postsecondary education. The rate of postsecondary continuation of ETS high school students was 93%, exceeding the average rate of the high schools served (52%) by 41%.
- Supported three ETS students' participation in the *Young Scholars Project* at Centralia College. Two students participated in the *Regional Math* and *Upward Bound Project* at the University of Idaho.

DEPARTMENT: FINANCIAL AID AND STUDENT JOB CENTER

MISSION: The mission of the Financial Aid and Student Job Center Office is to provide access to post secondary education for needy students by removing cost barriers and by facilitating entry and persistence in college. The staff and student workers of the Financial Aid and Student Job Center Office strive to maintain a supportive and flexible atmosphere that is sensitive to all students. In addition, the office coordinates its services and programs with other existing programs that enhance student development and success.

STAFFING: The Financial Aid staff in 1993-94 includes the Director of Financial Aid and Student Job Center, a full-time Assistant Director, two full-time Program Coordinators, one full-time Program Assistant, and one part-time Office Assistant. The Student Employment Program Coordinator supports both Cooperative Education and the Student Job Center. Federal Work Study students also assist the full-time staff members. Through the support of Employment Security, a full-time Employment Specialist is located in the Student Job Center.

COMMITTEE SERVICE BY DIRECTOR:

On Campus:

- Student Services Cabinet
- Management Action Council
- Student Employment Task Force, Chair
- Financial Aid Appeals Committee, Chair
- Budget Review and Planning Committee
- Child Care DTF
- SSS Transfer Coordinator Selection Committee, Chair

COMMITTEE SERVICE BY STAFF MEMBERS:

- Staff Steering Committee
- Classified Staff Training Committee
- Business Education Advisory Committee
- Centralia College Scholarship Committee
- Student Employee of the Quarter Committee
- Washington State Association of Student Employment Administrators
- Sports Program DTF
- Budget Review and Planning Committee
- Women's Athletic Commissioner
- NWAAC Executive Board
- Workforce Training Development Committee
- Entry Center Task Force

BUDGET: The annual operating budget for 1993-94 for the Financial Aid and Student Job Center Office is $196,041. The office is directly responsible for the administration of federal Title IV and state student aid funds totalling $2.2 M.

ACCOMPLISHMENTS FOR 1993-94

- Completed the Student Employment Task Force study and made recommendations.
- Responded to the significant increase in aid applications by changing hourly part-time position to full-time Program Assistant I.
- Reorganized Student Job Center office in collaboration with Employment Security and implemented a two-year Co-location project.
- Implemented Workforce Training financial aid programs and coordinated procedures/processes with campus departments, Employment Security agencies, and current and prospective students.
- Implemented and processed Electronic Student Aid Reports.
- Redesigned financial aid office space for better work flow and activities, quiet zone, and ESAR transmission.
- Began articulation on Student Emergency Loan program.
- Offered additional "Partners" and work study workshops.
- Expanded and improved Job Fair '94 focusing on enhanced market techniques.

DEPARTMENT: HANDICAPPED AND SPECIAL NEEDS PROGRAM

MISSION: Centralia College is committed to providing equal access to all students through the removal of architectural and attitudinal barriers. It is the policy of Centralia College to comply with all laws that prohibit discrimination on the basis of disability. Compliance means that no, otherwise qualified, person shall, solely by reason of disability, be denied access to, participation in, or the benefits of, any service, program, or activity operated by Centralia College.

STAFFING: The Special Needs Office consists of a part-time Coordinator.

COMMITTEE SERVICE BY DIRECTOR:

In the Community College System:

- Washington Association of Postsecondary Educators of the Disabled
- Resource to Washington and Oregon community colleges and the U.S. Department of Education on working with students with learning disabilities

On Campus:

- Student Services Cabinet
- Advising Steering Committee
- Budget Review and Planning Committee
- Tenure Committee
- Campus Physical Access Committee
- PUSH (People United to Serve the Handicapped)

BUDGET: The annual operating budget for 1993-94 is $28,206.

ACCOMPLISHMENTS FOR 1993-94

- Met with PUSH and area high school special education instructors to facilitate smooth transition for high school graduates coming to Centralia College.
- Provided sign language interpreters at all graduations held on campus (regular college graduation, GED graduation and 2 New Chance graduations).
- Provided sign language interpreters for out of class activities for 3 students including the "Cispus Experience" and Business Management Association activities.
- Got voice-activated computer up and running for use by students with disability.

DEPARTMENT: SPORTS PROGRAMS

MISSION: The Athletic Department is responsible for administering the following interscholastic sports programs: Women's and Men's Basketball, Women's Volleyball, and Men's Baseball. The Sports Programs Office processes eligibility forms, develops and monitors team budgets, develops game schedules, oversees recruitment of athletes, helps in fund raising activities for scholarships, and promotes all sporting events and activities.

STAFFING: The Sports Programs Office consists of a half-time Athletic Director and Director of Sports Programs, a half-time Program Assistant, Coaches and Assistant Coaches for four sports, and a part-time trainer.

COMMITTEE SERVICE BY DIRECTOR:

In the Community College System:

- Northwest Athletic Association for Community Colleges (NWAACC)
- Athletic Commissioner
- Services and Activities Fee Budget
- Men's Basketball Committee, Co-Chair

On Campus:

- Management Action Council (MAC)
- Student Services Cabinet
- Services and Activities Fees Budget

BUDGET: The annual operating budget for 1993-94 is $ 52,543.

ACCOMPLISHMENTS FOR 1993-94

- Completed a successful season for the Lady Blazer Volleyball team qualifying for regional playoffs. Rana Brower, Marti Jacobson and Trish Neilson selected to participate in NWAACC All-Star Volleyball Game. Marti Jacobson and Trish Neilson selected First Team All League Western Region Volleyball. Bill Lash selected Coach of the Year Western Region Volleyball.
- Qualified for regional and state playoffs in Men's and Women's Basketball teams (first time in college history).
- Captured third in the NWAACC State Tournament by the Men's Basketball team, best finish by a Washington State Community College. Shane Schutz recognized as the "Most Inspirational Player" at the NWAACC State Tournament. Sean Cassidy and Tracey Thomas were selected as Western Region NWAACC Second Team All League performers. Shane Schutz and Shon Ten Kley recognized as Honorable Mention selections for the Western Region All League teams.
- Recognized several female athletes: Kui Maunakea selected First Team All League Western Region Basketball, also selected for All-Star Game; and Diona Ravencroft selected Second Team All League Basketball.
- Selected as "Coach of the Year" Western Region Basketball by NWAACC for Bob Peters.
- Hired Karen LeDuc, Women's Basketball Assistant Coach.

- Coordinated the Third Annual Booster Club Golf Tournament that attracted over 160 golfers. All proceeds go to athletic scholarships.
- Inducted four members into the Sports Hall of Fame: LeeAnn Johnson, Sara Zaikowski, Toni Breckel, and Gordon "Bud" Snaza.

DEPARTMENT: STUDENT PROGRAMS

MISSION: The Student Programs Manager reports to the Dean of Students and is a member of the Management Team. The Manager is responsible for overall planning, implementation, and evaluation of the Short Term Loan Program and the Student Programs area: student government leadership, budget for all student programs and clubs, programming of all campus activities, support services to other Student Services departments, and advisory of student life issues and concerns.

STAFFING: The Student Programs Office consists of the Manager, a half-time Office Assistant, one part-time student office assistant, one part-time graphic illustrator, four Activities Board members, and six Senate members.

COMMITTEE SERVICE BY MANAGER:

In the Community College System:

- Association of College Unions - International
- National Association of Campus Activities
- Council of Union and Student Programs
- National Orientation Directors Association
- Washington State Substance Abuse College Task Force
- Washington State Substance Abuse Coalition

On Campus:

- Multicultural Committee
- Short Term Loan Committee
- New Student Orientation Committee
- Enrollment Management
- Management Action Council (MAC)
- Services and Activities Fees Budget
- Student Services Cabinet
- Publications Review

BUDGET: The operating budget for 1993-94 is $ 42,549 plus the ASCC Services and Activities Fee Budget of $177,800.

ACCOMPLISHMENTS FOR 1993-94

- Successfully coordinated and implemented an "On Stage" production in Corbet Theater on April 1, 1994.
- Submitted a federal Fund for the Improvement of Postsecondary Education (FIPSE) grant for substance abuse prevention.
- Sponsored events for Drug Free Washington Month in April.
- Successfully coordinated and implemented a leadership workshop for ASCC Senate and student funded programs participants.
- Implemented several recreational programs for students.

DEPARTMENT: STUDENT SUPPORT SERVICES

MISSION: Student Support Services is a federally funded TRIO program administered by Centralia College.

The purposes of the Program are: to identify disadvantaged college students who are enrolled or accepted for enrollment by Centralia College and to provide them with support services which will facilitate their persistence, graduation and/or transfer to baccalaureate institutions and foster institutional climate supportive of their success.

STAFFING: The Student Support Services Office consists of a full-time Director, a Counselor, a Transfer Specialist, a Secretary, one part-time Program Assistant and two part-time instructional technicians who coordinate Math and Reading & Writing Labs (for tutoring). Student workers are employed as office aides as needed. A total of three peer tutors and two office aides now work for the Program.

COMMITTEE SERVICE BY DIRECTOR:

In the Community College System:

- Northwest Association of Special Programs

On Campus:

- Management Action Council
- Student Services Cabinet
- International Student Program Committee
- Diversity Action Plan Task Force
- Cultural Pluralism Infusion Project
- Counselor Screening Committee, Chair

BUDGET: The operating budget for September 1, 1993 - August 31, 1994 is $206,052

ACCOMPLISHMENTS FOR 1993-94

- Publicized the Program's goals and activities as well as enhancing its image on campus.
- Successfully served 215 students in the first two quarters of 1993/94. 90% of these students have maintained a cumulative GPA of 2.5 or above.
- Accepted 115 new applicants into the project during the first two quarters of the year. Applicants completed intake, assessment, orientation and development of Individual Education Plan.
- Provided 40 texts to 26 students Fall Quarter and 43 texts to 29 students Winter Quarter through the Textbook bank.
- Established a Participants Advisory Committee to facilitate communication between the staff and students and enhance the program's planning direction.
- Collaborated with other constituencies of campus to developed a plan to centralize the program's Reading and Writing Center and coordinate a tutoring course.

STUDENT SERVICES
GOALS ADDRESSED IN 1993-94

I. Maintain High Standards of Instruction

A. Dean of Students

1. Assist in the identification and development of courses and services which maintain a quality level of instruction.
   Response: Added courses in Career Planning, "The Freshman Experience" and additional sections of Student Success in an effort to meet the increasing demand of students and ensure the success of students. Worked closely with the Office of Instruction to develop and/or improve programs in Running Start and Workforce Training. Served on the SBCTCW Workforce Training Committee to establish essential elements and action plans for the 1994-95 Workforce Training Program.

2. Assist with the planning, development and implementation of the Cultural Pluralism Infusion project.
   Response: Attended the Cultural Pluralism Summer Institute and actively served on the implementation and planning committees. Assisted with the development of the Implementation Plan and the selection of the mini-grant projects.

B. Admissions and Records

1. Continue to communicate enrollment data and student demographic data to Executive Committee and campus constituents.
   Response: Assumed some of the enrollment reporting functions formerly performed by the Office of Instruction. Distributed a summary of student demographic and enrollment data for Fall, 1993, to the President's Cabinet, the College Council, the ASCC officers and the campus community. Prepared enrollment reports comparing ear-to-year FTEs and headcount, quarterly enrollment analysis and projected target enrollment with actual enrollments for the 1st, 5th, 15th, 25th and 35th class days. Submitted to the President's Cabinet the final quarterly enrollment report that is prepared after the final MIS reports are run for the SBCTC. Produced and presented enrollment reports and demographics on the Running Start Program, high school enrollment trends, demographic profile of our student population. Reports were presented to the Student Services Cabinet, the Board of Trustees and various campus committees.

2. Enhance the quality of instruction by extending support services; i.e. Advising Handbook, Academic Assistance Alert, Degree Audit.
   Response: Continued collection of "Academic Assistance Alert" rosters from the faculty and distributed AAA letters to students needing assistance to successfully complete classes each quarter. Continued the preparation of Degree Audits and mailing them to students prior to their advising appointments. Updated, prepared and produced the Advising Handbook for all faculty advisors. Coordinate the logistics for advising and registration each quarter.

3. Serve on campus committees related to Instruction; i.e. Instructional Council, Academic Standards, Advising Steering Committee, Tenure Committee, etc.
   Response: Chaired a Tenure Committee. Participated on Instructional Council. Worked with two division chairs on drafting a new "Attendance Policy" that was presented to the Instructional Council and accepted. Worked with the Dean of Instruction on Running Start issues, enrollment, calendar planning, etc. Served on the Advising Steering Committee and coordinated the advising/registration process for matriculated students.

C. Counseling/Career Center

1. Finalize plans for use of Counselor Disclosure/Confidentiality Statement to be used with personal counseling clients.
   Response: Delayed, waiting for clarification of statewide counselor practice standards before taking action.

2. Continue to pursue request for enclosed office for part-time counselor for purpose of student confidentiality.
   Response: Have pursued, awaiting a response to the "Entry Center Proposal" and/or an alternative option.

D. Educational Talent Search

1. Continue services to 650 ETS participants including middle school and high school youth and adults returning to school.
   Response: Served 722 participants in 1993: 207 middle school students, 468 high school students and 47 adults. Provided services to all 14 schools in the target area.

2. Develop the curriculum for high school students in conjunction with the middle school curriculum.
   Response: Implemented "The National Career Development Guidelines", a comprehensive career guidance program for elementary, middle school, high school and adults.

E. Financial Aid and Student Job Center

1. Continue to process applications in a timely manner to ensure student success in school.
   Response: Awarded students with completed applications on a weekly basis. More students, including late applicants, received their financial aid prior to the first day of fall quarter.

2. Design a College Work Study and Student Employment program that will better serve instructors and the campus as a whole.
   Response: Chaired the Student Employment Task Force which was created to look at the entire student employment picture. Representatives from Personnel, Payroll, Business Services, Library, Tutoring, and the Student Job Center comprised the task force. Recommendations included self referral for institutionally funded positions, establishing two accounts (one for Federal Work Study and one for institutional hourly), changing the procedure for posting available positions, and much more.

3. Determine whether the Student Job Center Office can require mandatory attendance at "Partners" training session.
   Response: Discussed situation and decided that mandatory "Partners" training session could be required if workshops were held prior to school starting. Would need to develop calendar and coordinate with the Registration Office.

F. Handicapped and Special Needs Program

Continue to educate and support faculty, who have special needs students in their classes, with ideas that will help them teach their class and not compromise their standards while meeting the accommodation needs of students.
Response: Supported three new instructors by providing accommodations for students. Purchased and made available to staff a video tape on working with sign language interpreters.

G. Sports Programs

1. Develop coordinative support programs with other areas on campus for high risk student-athletes who need additional academic assistance.
   Response: Referred high risk students to faculty and to the Student Support Services program.

2. Improve academic tracking methods on all student-athletes.
   Response: Continued tracking on student athletes by utilizing grade check forms to instructor.

3. Continue to improve student success in academics by utilizing study sessions.
   Response: Provided study sessions or the student-athletes on a weekly basis by utilizing the coaching staff and tutors when available.

H. Student Programs

1. Continue in providing the Classroom Connection series.
   Response: Coordinated with faculty to provided six Classroom Connections.

2. Research Student Development models.
   Response: Was unable to fully attain this goal. Have carried this over for next year.

I. Student Support Services

1. Provide academic support services which promote retention, graduation, and transfer of students.
   Response: Provided academic counseling to 84 students with 145 contacts Fall Quarter. Provided 47 students (93 contacts) with transfer planning assistance Fall Quarter. Contacted all SSS students not meeting college academic or financial aid standards for Fall and Winter Quarters to provide academic problem solving and assistance.

2. Provide academic assistance for completion of basic skills.
   Response: Assisted a total of 51 students (302 contacts) for Fall and Winter Quarters in the SSS Math Lab (drop-in tutoring). Assisted a total of 52 students (170 contacts) Fall and Winter Quarters in the SSS Writing Lab (drop-in tutoring). Reviewed SSS participants' progress quarterly towards remediation of basic skills deficiencies and encouraged completion of basic skills proficiency classes during the first year of enrollment.

3. Provide cultural enrichment activities which support classroom achievement.
   Response: Distributed a regional cultural events calendar quarterly to all 215 SSS participants. Sponsored field trip to Wolf Haven during Fall Quarter. Provided 10 tickets to the Centralia College play each quarter, and several tickets to the Northwest Wind Symphony and Chehalis Ballet Center co-concert Winter Quarter. The SSS Director also gave a campus presentation on African culture during the Winter Quarter.

II. Meet the Needs of Students Through Enhanced Support Services

A. Dean of Students

1. Assist with the development of the pilot project (pending legislative approval) for co-location of Employment Security functions with Student Employment to serve mutual clients.
   Response: Commenced planning between Employment Security and Student Services at the beginning of Fall Quarter, the new Student Job Center opened in November. Conducted

an assessment of campus and community services in an effort to clearly focus the services of the Student Job Center and eliminate the possibility of duplication. Continue on-going planning and coordination with Employment Security.

2. Continue to evaluate the services provided with an emphasis to reduce any duplication and provide the same level of quality.
   Response: Formed an Entry Center Task Force to examine the services offered to entering students and the general public, as well as to look at the services offered to all students. Issued a report which recommended relocating a number of services which would result in the elimination of duplication and better delivery of services. The recommendations outlined in the report are currently being studied and will be fully considered during the Spring Quarter.

B. Admissions and Records

1. Continue training of faculty on degree audit. Also enhance degree audit by developing process for including transferred-in courses on audit for ease in student and faculty advisor use.
   Response: Completed enhancement of the Degree Audit to allow transferred-in courses to appear on the audit. Continued training of faculty on use of the Degree Audit and SMS screens.

2. Continue to develop cooperative programs with area organizations, business, industry, and educational entities in order to promote student success.
   Response: Chaired the Running Start Advisory Committee which is composed of campus faculty and staff as well as area high school principals and counselors. Coordinated Running Start Information Nights with high schools and communicated Running Start information and changes in the law to all area high school principals and counselors. Continued to refine and develop marketing efforts for Centralia College through the Admissions Team, and participation in high school/college conferences, college fairs, high school visitations, SWW Fair, etc.

3. Plan, develop, and implement the Admissions Module with assistance from the Computer Center.
   Response: Delayed due to increased workload with high enrollments and additional committee assignments. Plan to discuss benefits of the module with other community colleges who have implemented the module before beginning implementation.

4. Continue to coordinate Commencement, 1994 and co-chair Distinguished Alumnus Committee.
   Response: Chaired the Commencement Committee for 1994 and also acted as a resource person on the Disappearing Task Force assigned to the issue of the invocation and the benediction at Commencement. Co-chaired the Distinguished Alumnus Committee which selected Dr. Marion Oppelt, community college educator and administrator who was the first President of Fort Steilacoom Community College, now Pierce College.

5. Participate on the International Student Advisory Committee to promote support services for international students.
   Response: Involved in recruitment and promotional efforts of the new International Student Program. Plan to admit 35 international students to Centralia College for 1994-95.

C. Counseling/Career Center

1. Consider developing a program of activities and a self-help guide (handout) for pre-majors.
   Response: Developed a one-page flyer of recommendations for pre-majors.

2. Further improve utilization of Vocational Resource Advisor/Special Populations Coordinator with Counseling/Career Center.
   Response: Clarified the role, function, and supervision of position. Coordinated efforts and the Coordinator is assisting with Career Center office functions.

3. Improve self-service aspect of transfer and scholarship information sources. Develop a handout guide identifying resources in the Center for use by Orientation tour groups; improve list of available scholarships by including deadline dates.
   Response: Developed a request form for scholarship information, as well as a notebook containing copies of all available scholarships. This information is available to the public.

D. Educational Talent Search

1. Provide services to each student according to the individual Learning Assistance Plan (LAP).
   Response: Provided services that included: career exploration activities, financial aid assistance, academic assistance, tutorial assistance, cultural activities, college campus visits, and dissemination of information per each individual LAP. Students are served a minimum of twice each year.

2. Develop a summer youth program for implementation in the next funding cycle.
   Response: Incorporated a summer program in the new funding cycle.

3. Encourage ETS youth to participate in the Young Scholars Program and the Regional Math and Science Upward Bound Projects.
   Response: Supported two ETS students' participation in the "Young Scholars Project" at Centralia College and two students in the "Regional Math" and "Upward Bound Project" at the University of Idaho.

E. Financial Aid and Student Job Center

1. Promote the Student Support Service program for students needing various support services to stay in school.
   Response: Coordinated services with the Student Support Service (SSS) program; collaborated efforts in the presentation of financial aid high school workshop, required students with approved Appeals to meet with a SSS staff monthly, promoted SSS services at loan entrance/exit interviews and at the counter when assisting students in completing their application.

2. Investigate the possibility of a computerized format for preparing student resumes.
   Response: Examined several formats. The Student Job Center is interested in purchasing a software program that can be either IBM or Macintosh compatible.

F. Handicapped and Special Needs Program

1. Continue to have the Special Needs Office open and staffed at hours that are convenient to regular day students.
   Response: Opened the Special Needs Office at least two hours each morning and two hours each afternoon. Hired a student worker, with the ability to sign, who was

available for part of this time. Made time available during breaks and the summer on an as-needed basis by appointment.

2. Provide limited appointment hours during the evenings for the first two weeks of each quarter and throughout the summer.
   Response: Opened the office during the summer months by appointment. Plans to keep the office open during the evenings of the first two weeks of each quarter are being considered.

G. Sports Programs

1. Continue to offer quality programs in the four sports offered at Centralia College.
   Response: Completed a successful seasons in women's volleyball and basketball, and men's basketball and baseball. Men's & Women's basketball teams qualified for NWAACC StateTournament. Men's team finished 3rd in the NWAACC State Tourney.

2. Research the feasibility of adding more intercollegiate sports for females.
   Response: Worked on Sports Program Disappearing Task Force. Continued to explore the potential of adding another women's intercollegiate sport. Surveyed local high schools for additional input.

3. Evaluate and review existing intercollegiate athletic programs.
   Response: Evaluated programs and noted that Centralia College compared favorably in the following areas: (1) coaching effectiveness, (2) equipment, and (3) playing facilities: although in some cases not as modern, but functionally adequate. Budget comparison showed that the overall budget is comparable to other institutions within our association.

4. Explore ways to improve study table sessions by utilizing tutors for student-athlete.
   Response: Provided study sessions and utilized the campus tutoring program. Referred high-risk students to Student Support Services.

H. Student Programs

1. Provide leadership workshops for all students.
   Response: Provided one on-campus leadership workshop that was open to all students who participated in student-funded programs and took a total of 40 students to two off-campus leadership workshops.

2. Assess and address the needs of students.
   Response: Assessed the drug and alcohol use of the students on campus through the CORE Drug and Alcohol Survey. Actively participated in the writing of a FIPSE grant to address issues of student drug/alcohol prevention and wellness programs.

I. Student Support Services

1. Monitor the academic progress of students quarterly, to achieve program goals. (80% of participants will achieve a GPA of 2.5 or above).
   Response: Checked student progress quarterly: 90% of SSS students maintained a cumulative GPA of 2.5 or above after Fall Quarter. Contacted and offered additional academic assistance to the SSS participants with a GPA below 2.5 GPA or a completion rate less than 75%.

2. Assess the needs of students and provide services appropriate to the student's Individual Educational Plan (IEP), quarterly.
Response: Ensured that every student is seen at least once quarterly by the staff. Reviewed student files/IEP quarterly to identify appropriate services to offer each quarter.

III. Develop and Market Educational Programs in Response to Community Needs

A. Dean of Students

1. Continue to evaluate marketing efforts for all instructional and service programs.
Response: Made a number of creative/innovative efforts to promote service programs in an effort to market the programs and services to students and keep faculty/staff informed. Increased marketing efforts for Scholarship, Financial Aid and the Student Job Center. Monitored and evaluated general recruitment, visitations, promotional materials, fairs, and related activities.

2. Continue to target issues identified in the "Perceptions of Student Services survey.
Response: Created a Disappearing Task Force on Sports Programs to review program and identified athletic issues from the survey. Student Services' managers/coordinators were urged to incorporated the results of the survey into goals and action plans.

B. Admissions and Records

1. Continue to provide information to prospective students in a timely and image-conscious manner.
Response: Responded to inquiries about Centralia College within 48 hours of request. Presented college information in attractive "Admissions Information" envelopes with a quality folder, color brochure and "Guide to Success" enclosed.

2. Continue to participate in student development projects to promote student success.
Response: Participated in the Student Success Strategies Conference in Portland. Agreed to a two-year commitment to be on the Conference Planning Committee for the 1995 Student Success Conference with other community college administrators from Washington and Oregon.

3. Maintain marketing efforts to high schools and non-traditional students.
Response: Continued to provide visibility for Centralia College through the Admissions Team and participation in high school/college conferences, college fairs, SWW Fair, high school visitations, campus tours for prospective students and legislators, career fairs, leadership conference and college information nights. Worked with Workforce Training students giving campus tours and presenting pre-enrollment information. Noted that many former Running Start students who graduated from high school enrolled as matriculated Centralia College students.

C. Counseling/Career Center

1. Increase number of sections of Student Success Course (HDEV 150). Arrange training for additional faculty, and market class to vocational departments.
Response: Recruited another faculty member to teach course and helped to make arrangements for training at a regional workshop. Increased offerings of Student Success course to two sections per quarter. Offered a much successful Student Success II course for review and enhancement of skills.

2. Continue to offer the "Back to the Books Blockbuster" prior to each quarter.
   Response: Offered workshop prior to each quarter which was both well received and attended.

3. Improve scholarship information system; explore possibility of periodic "scholarship newsletter" to students/faculty.
   Response: Improved scholarship information system via Scholarship Notebook and request forms. Ordered scholarship software which should be installed by the end of Spring Quarter.

4. Develop a math anxiety workshop in collaboration with the Math Department (algebra/pre-algebra level).
   Response: Changed the focus with the change in Math faculty. Offered a Winter Quarter workshop on test anxiety.

5. Explore developing a specialized Sex Equity Project toward empowering people to consider non-traditional careers.
   Response: Unable to attain goal; will consider in the future.

D. Educational Talent Search

1. Continue to work with the Chehalis Tribal representatives to serve local Native American students.
   Response: Contacted the Education Coordinator for the Chehalis Tribe and made referrals for educational assistance.

2. Conduct a needs assessment of the Hispanic community in the service area.
   Response: Contacted ESL Instructors and provided information regarding postsecondary opportunities to students.

E. Financial Aid and Student Job Center

1. Continue financial aid workshops on and off campus if funds are available.
   Response: Conducted workshops at the following high schools: Tenino, Rochester, Oakville, Mossyrock, Morton, White Pass, Winlock, Adna, W.F. West, and PeEll. Seven days and one evening workshops were offered on campus.

2. Pursue implementation of an Employment Security pilot site on campus.
   Response: Received approval of the Co-location project and began operation in October 1993. An Employment Specialist is located in the Student Job Center and has access to "Jobnet", a computerized job search program. Provided workshops in the classroom about job skills, career development, resume preparation, etc. as requested.

F. Sports Programs

1. Strengthen the ties between students, parents, Centralia College personnel, Board of Trustees, and the community in their support for the Centralia College Sports Programs.
   Response: Co-sponsored special recognition nights with free admissions to home games; Alumni Night and High School Student Night. Promoted Spaghetti Diner and Intra-squad scrimmages for the community to preview the teams ability. Co-sponsored Student Programs' "Recognition Night" and "Sports Hall of Fame" award night.

2. Develop new ideas for promoting financial opportunities for business involvement through Booster Club activities to enhance Centralia College athletics.
   Response: Sponsored the Third Annual Golf Tournament which attracted over 160 golfers.

3. Induct new members into the Sports Hall of Fame and coordinate the Sports Banquet.
Response: Coordinated the committee that reviewed nominations and inducted four new members. Those inducted were: LeeAnn Johnson, women's basketball, field hockey, tennis 1968-70; Sara Zaikowski, women's field hockey, tennis, 1969-70; Toni Breckel, men's baseball, 1964-65 and 1968-69; and Gordon "Bud" Snaza, men's basketball 1949-50 and 1954-55, football 1950-51 and 1954-55.

G. Student Programs

1. Continue to work with community service agencies.
Response: Worked with Lewis County DWI Task Force, Community Mobilization Council, Lewis County Health Dept., and Planned Parenthood in sending a student to "Building a Vision" Conference; Lewis County Health Department in providing HIV Testing once a month; and Planned Parenthood to provide safer sex/safer choices workshops.

2. Provide substance abuse information as determined by CORE survey.
Response: Used this information to write for a Fund for the Improvement of Postsecondary Education (FISPE) Grant for a Drug Prevention Program. Presented this information to the Campus Council, Faculty, Student Government, and the President's Advisory Committee. This information will allow us to develop program events in the needed areas indicated by the survey.

3. Continue to plan and implement a broad base cultural and community activities.
Response: Gave Springfest a cultural theme. The theme is "Around the World in Four Days". Events taking place will be an international fashion show, a Turkish band, a steel drum band, cultural vendors, the cafeteria will be serving food from different cultures, and displays. Offered many programs which were open to the public including "On Stage" and the "Expressions" series.

H. Student Support Services

Continue to develop programs and activities related to special populations: women, students of color, physically or learning disabled students.
Response: Provided women students with information on scholarship and leadership opportunities (i.e. SSS student recipient of local Soroptomist scholarship third year in a row) and health care information specific to their gender needs. Continued to articulate the concerns of students of color through ongoing involvement with the college's Multicultural Committee, International Student Committee, Cultural Infusion Project, and represent the college at the statewide Multicultural Student Services Directors Council. Provided leadership to the CC Diversity Plan Work Group in gathering information on the college's enrollment, retention and completion patterns of students of color, and drafting a work plan to improve the experience of students of color at Centralia College. Consulted with and assisted the college's Special Needs Coordinator in providing accommodations for disabled students (i.e. providing students assistance with time management, paying for Recordings for the Blind textbooks). 12% of SSS students are individuals with physical or learning disabilities, while 74% of SSS students are women.

IV. Encourage and Support Professional Development of Faculty and Staff

A. Dean of Students

1. Continue to develop a Student Services Staff Development program.
Response: Held an all division Student Services retreat in August at The Evergreen State College focusing on communication and cultural awareness, and providing college updates

and discussing yearly plan. Planned additional follow-up sessions with Dr. Kuehn in April dealing with communication and teamwork topics.

2. Work closely with the individual Student Services managers to develop professional plans which meet specific goals and objectives.
   Response: Identified and discussed individual development opportunities to the extent that available resources and time would permit, staff were encouraged to pursue specific activities. Two managers are now pursuing academic degrees and a number of manager have attended specific workshops, conferences and training which meet their objectives for development.

B. Admissions and Records
   1. Provide opportunities for training and professional development activities for Admissions and Records staff.
      Response: Supported staff participation in Student Services in-service workshops, the communications workshop, the Computer Disappearing Task Force, the Sports DTF, the Invocation/Benediction DTF, screening committees, the College Council, the Advising Steering Committee, and various other campus committees. Staff have also been involved in state-wide groups such as the Running Start Advisory Group, AWISA and NAFSA for International Students, ICRC (the Inter-College Relations Commission), WACRAO (the admissions and registrars group), etc.

   2. Plan to visit another campus admissions/registration area to meet with counterparts and learn new and different ways to accomplish work-related goals that could be implemented at Centralia College.
      Response: Due to time constraints and travel limitations, the visitation was not made; however, communication did occur via telephone conversations regarding ways to provide better service to our students.

C. Counseling/Career Center
   1. Conduct periodic in-service sessions on specific topics.
      Response: Conducted experiential education in-service during Winter Quarter. Staff attended Career Development Training in Seattle.

   2. Prioritize travel plans of staff in terms of cost effectiveness and benefits to the Department.
      Response: Unable to reach agreement related to travel. Will continue to work on this issue.

D. Educational Talent Search
   1. Provide regular (quarterly) in-service training opportunities for ETS staff.
      Response: Participated in inn-service training related to financial aid assistance, activities for middle school students, services for disabled students, computers, and Tech Prep.

   2. Provided opportunities for ETS staff to attend conferences or training appropriate to their individual professional development plan.
      Response: Participated in conferences and training related to: Running Start, Tech Prep, Workforce Training, articulation and transfer, "Expanding Horizons", ETS and Sex Equity Grant writing workshops, "AmeriCorp Learn and Serve", WOIS, At Risk Youth, High School-College Relations, Northwest Association of Special Programs, and Student Success Strategies.

E. Financial Aid and Student Job Center

1. Continue to allow flexible work schedules in order for staff to pursue higher education.
   Response: Permitted flexible work schedules at the employee's request.

2. Continue to send staff to various workshops.
   Response: Supported staff attendance at the following professional workshops: "How To Handle People With Tact & Skill", "Dealing With Negativity", 94-95 Delivery Training, NWAAC meetings, NASFAA, NELA, ADA training, Spring WFAA, Winter FAC, annual WSASEA, learning SAFERS at CTC, on-campus communications workshops, and hosted teleconference about Reauthorization sponsored by the Office of Education.

F. Handicapped and Special Needs Program

1. Continue to encourage college staff members to learn sign language.
   Response: Encouraged professional development; one faculty member did take a quarter of sign language and two interpreters are in the interpreter training program at SPSCC.

2. Continue to support training opportunities for interpreters.
   Response: Found funding for two workshops from Carl Perkins funds for four interpreters working with vocational students. Will ask for funding for one more workshop this school year. Ordered and used training tapes from Regional Resource Center on Deafness for interpreters and office staff.

3. Offer a workshop during in-service days for faculty working with learning disabled students.
   Response: Not completed.

G. Sports Programs

Continue to assess the present programs/activities to assure that all Sports Program staff possess the competency, skills and knowledge base to assist in informing students, the campus and community in providing high quality information and services.
Response: Participated in mandatory meetings of the NWAACC sponsored by the Officials Association to ensure knowledge of basic rule changes in the respected area. Attended various clinical sports strategies workshops held in Washington and Oregon sponsored by various college and professional groups, as well as vendors of sports equipment and supplies.

H. Student Programs

1. Encourage support staff to attend training provided by campus.
   Response: Encouraged staff to spend time in the Teaching and Learning Center.

2. Provide training for club/organization advisors.
   Response: Unable to do this year. Carry over into next year.

I. Student Support Services

1. Develop a professional development plan for each staff person.
   Response: Discussed professional development plans with each staff member, and written plans are still in the process of being finalized.

2. Provide training opportunities according to each individual plan and program goals.
   Response: Supported staff participation in training opportunities such as the Student Services Retreat, Northwest Association of Special Programs Fall Conference, Student Success Strategies Conference, Advisors training at the University of Washington, "Total Quality Management" workshop, Supervision and Communication workshops,

"Communicating Across Cultural Differences" teleconference, "Brief Therapy For Depression" training, and Becoming a Master Student Teacher In-Service.

V. Promote a Positive Campus Environment

A. Dean of Students

1. Assist in the identification of strengths and weaknesses of the college and the means to achieve higher standards of performance.
   Response: Assisted the Interim Dean of Instruction in identification of specific areas of concern facing the college in an effort to improve services and instructional programs. Promoted teamwork among the Deans and other areas of the campus to increase standards of performance. Served as a resource and an advocate for participatory management during the planning and implementation of the College Council.

2. Promote a supportive, caring attitude in dealing with students and staff.
   Response: Welcomed and encouraged a working relationship with Interim Dean of Instruction and the new Dean of Administrative Services through a variety of specific actions. Promoted closer working relationships with the staff in Instruction and Student Services. Promoted better cooperation between all service programs. Focused attention on the needs of students and means of improving services by implementing an Entry Center Task Force.

B. Admissions and Records

1. Communicate with staff in a timely manner of new developments and activities.
   Response: Informed staff through written and verbal communication, routing information and meeting with staff members.

2. Participate in campus activities and committees.
   Response: Supported staff participation in eight campus and state-wide committees and the Director has participated on 27 campus and state-wide committees and has chaired five campus committees.

3. Improve communication links with other college departments.
   Response: Participated on voluminous numbers of committees involving all campus constituents and departments. Have made increased efforts to forge links with the Instructional area.

C. Counseling/Career Center

1. Improve liaison relationship with instructional divisions.
   Response: Attended division meetings when schedules permitted. Served on Running Start Steering Committee and worked with division.

2. Increase collaboration with ETS/SSS staff, sharing resources, and including them in in-service sessions when appropriate.
   Response: Attended meetings, drew up plans and drawings for Entry Center Proposal. Shared career materials with ETS, and included the Transfer Coordinator in Advising Committee meetings.

D. Educational Talent Search

1. Participate in campus committees and activities related to project goals.
   Response: Supported staff participation on the Student Employment Committee,

Communications Committee, Student Services Cabinet, Running Start Committee, External Funding Committee, Management Action Committee, Committee on Committees, and Entry Center Committee.

2. Coordinate faculty teacher in-service training for improved articulation of curriculum.
Response: Collaborated with two teachers from Rochester Middle School who attended the Math Equals training at Portland State University to provided in-service training for ETS staff and Rochester teaching staff. Sessions offered were "The Impact of Running Start", a Round Table for high school English teachers; "Career Counseling for Change: Helping Students Transition from School to Work", a workshop devoted to counselor's changing role; a Special Needs workshop; and "Expanding Horizons".

E. Financial Aid and Student Job Center
1. Work closely with Counseling and Student Support Services to eliminate student barriers.
Response: Continued to have close working relationship with both departments. The Financial Aid Appeals Committee has representation from each. Provide classroom workshops on a variety of subjects as requested.

2. Meet the needs of faculty for student workers in a timely manner.
Response: Considered faculty and student's needs in the Student Employment Task Force recommendations that will offer changes which should enhance work programs. This year, the Student Job Center solicited additional jobs for Winter and Spring quarters.

3. Continue to be sensitive to other departments who are impacted by the financial aid department.
Response: Communicated and continued good working relationship with Counseling, Admissions, Cashiering, Business Services, Payroll, Personnel, ETS, and SSS.

F. Handicapped and Special Needs Program
1. Continue to value the uniqueness of every individual on campus.
Response: Continued to promote the idea of including students with disabilities in discussions about diversity. Encouraged faculty to treat students with disabilities as they would any other student especially if the student is not showing responsibility for their own learning.

2. Continue to monitor equipment, both in the Special Needs Office inventory and elsewhere on campus, to assure that it is working when the student needs it.
Response: Monitored equipment on a regular basis and requested repairs when needed.

G. Sports Programs
1. Continue to schedule weekly meetings with coaches.
Response: Evaluated and met on a weekly basis to discuss code book and eligibility requirements. Discussed new fund raising ideas.

2. Serve on college and professional committees.
Response: Served as athletic commissioner and basketball committee chair for NWAACC Association. Participated on MAC, Student Services Cabinet, DTF for Sports Programs, and S & A budget Committee.

H. Student Programs
1. Coordinate more programs with other areas of the campus.
Response: Worked with the Drama and Music Department to put on Corbet Series; Sport Programs to provide Student Funded Programs Night at Basketball game on Feb. 9; Food

Services to provide two on-campus barbecues; and the International Student Programs Coordinator to develop a cultural atmosphere for "Springfest".

2. Support program activities that promote pride in Centralia College.
   Response: Assisted, when possible, in the advertisement of campus events.

I. Student Support Services

Coordinate more programs with other areas of the campus.
Response: Participated in many campus activities and committees including: Advising Steering, Multicultural, Financial Aid Appeals, Diversity Plan Work Group, International Students, Cultural Infusion Project, Assessment, College Council, Orientation, Student Services Cabinet, Management Action Council, Entry Center Proposal Work Group, Recycling, Structure and various screening committees. Staff work closely and cooperatively with all Student Services areas.

VI. Provide Effective Administrative Leadership

A. Dean of Students

Create an awareness of the needs of students and advocate for their needs.
Response: Advocated for student needs with all college groups specifically focusing on the needs of International Students, Workforce Training students, Special Needs students, students utilizing the Job Center and the entering students.

B. Admissions and Records

1. Serve on college and state-wide professional committees.
   Response: Refer to #2 above.

2. Provide leadership and resources for campus committees and task forces.
   Response: Refer to #2 above. Provided staff and college data as resources for campus committees and task forces.

3. Develop written goals and objectives for Admissions and Records Office.
   Response: Completed written goals and objectives in the Spring of 1993.

C. Counseling/Career Center

1. Conduct regular (weekly) staff meetings.
   Response: Continued to conduct weekly staff meetings.

2. Schedule periodic breakfast meetings for staff.
   Response: No response.

D. Educational Talent Search

1. Provide regular (quarterly) in-service training opportunities for ETS staff.
   Response: Participated in in-service training related to financial aid assistance, activities for middle school students, services for disabled students, computers, and Tech Prep.

2. Provided opportunities for ETS staff to attend conferences or training appropriate to their individual professional development plan.
   Response: Participated in conferences and training related to: Running Start, Tech Prep, Workforce Training, articulation and transfer, "Expanding Horizons", ETS and Sex Equity Grant writing workshops, "AmeriCorp Learn and Serve", WOIS, At Risk Youth, High

School College Relations, Northwest Association of Special Programs, and Student Success Strategies.

E. Financial Aid and Student Job Center

1. Evaluate the effectiveness of the newly formed Appeals Committee.
   Response: Formed an Appeals Committee consisting of a Counselor, SSS staff, and academic and basic skills faculty members; in the process of defining process and setting parameters and procedures. For example, the Committee is in favor of a reduced credit load rather than suspending financial aid completely.

2. Continue to look for ways to streamline staff workload.
   Response: Increased the hourly position to a full-time Program Assistant I position. The Student Job Center will implement "self referral" procedures for the 94-95 academic year. Student files are awarded on a weekly basis and "assembly line" type processes have been implemented during peak awarding periods.

3. Provide an environment conducive to staff and allow concerns to be shared openly.
   Response: Held weekly meetings where staff shared concerns, provided positive feedback to team members and ask for assistance. The Director maintains an open door policy.

F. Handicapped and Special Needs Program

Continue to ask for a budget that better reflects the cost of providing the services mandated by law.
Response: Continued to seek appropriate funding for services by requesting funds from other sources.

G. Student Programs

1. Continue working with colleagues to create more of a team atmosphere on campus.
   Response: Working on open communication with colleagues by being more personal and either talk to people in person or on the phone instead of E-mail, responding quickly to phone calls or requests, and communicating my concerns or ideas.

2. Take more of a leadership role in the development of student success.
   Response: Provided several students the opportunity to attend leadership workshops. Encouraged students to get involved by making classroom presentation.

3. Develop a Student Employee Handbook.
   Response: Developed student employee, activities board, and senate handbooks. These handbooks contained information in regards to the role of Student programs and its goals, organizational charts, campus policies, how to use the phone system, safety, performance evaluations, and then specific information in regards to that position.

H. Student Support Services

1. Evaluate program activities and services against stated objectives, quarterly, and annually.
   Response: Evaluated all program activities and services at bi-monthly staff meetings and reports are made monthly to the Dean of Students. Send program evaluation to all SSS students in early March. Formed a SSS Participants Advisory Committee during Winter Quarter, met twice, and plans to meet twice a quarter to provide feedback and ideas to SSS staff.

2. Research, plan and implement new activities which support student retention, graduation, and transfer.
   Response: Worked this year on an Entry Center proposal to better coordinate services to students, especially combining transfer and career information from SSS and the Counseling Center. Provided worksheets to college advisors on the latest transfer information from regional colleges/universities. Formed a SSS Participants Advisory Committee to provide new ideas on improving student retention. Conducted a tutoring usage survey and developing a system to track the GPA improvement in students who request and utilize the program's tutoring services.

1. Continue working with colleagues to create more of a team atmosphere on campus.
   Response: Working on open communication with colleagues by being more personal and either talk to people in person or on the phone instead of E-mail, responding quickly to phone calls or requests, and communicating my concerns or ideas.

2. Take more of a leadership role in the development of student success.
   Response: Gave several students the opportunity to attend leadership workshops. Encouraged students to get involved by making classroom presentation.

3. Develop a Student Employee Handbook.
   Response: Developed a student employee handbook, activities board handbook, and a senate handbook. These handbooks contained information in regards to the role of Student Programs and its goals, organizational charts, campus policies, how to use the phone system, safety, performance evaluations, and then specific information in regards to that position.

VII. Continue to Develop and Refine Computer-Aided Systems

(additional goal established by Student Services)

A. Dean of Students

Support and encourage new computer services which provide a higher level of service to students.
Response: Increased computer support and/or improvement in services was noted in Financial Aid, Admissions/Records, Student Programs, Counseling and the Student Job Center. Provided advocacy to establish a system which would prioritize the delivery of services from Computer Services.

B. Admissions and Records

1. Continue to provide assistance to Computer Center in pilot-testing modules from CTC.
   Response: Completed student outcomes tracking test pilot for the CTC.

2. Plan, develop, and implement the Admissions Module.
   Response: Delayed due to increased workload with high enrollments, new programs such as Running Start and Workforce Training tracking. The plan is to consult other colleges who are using the Admissions Module to see how it would fit our plan.

3. Investigate stream-lining of paperwork involved with registration with cooperation from Business Office.
   Response: Have been working with the Business Office to eliminate the 3-part registration form as a cost-saving measure for the college. Staff efficiency would also be improved.

4. Encourage staff training on "PageMaker", spread sheets, etc.
   Response: Encouraged staff to utilize the Teaching and Learning Center. Need to specify time for training on Microsoft Works 3.0. Summer, 1994 appears to be the most appropriate time.

5. Investigate use of pre-requisite checking.
   Response: In progress.

C. Counseling/Career Center

Provide on-going training for student aides and staff to maximize effectiveness of SIGI Career Software.
Response: Gave two 2 SIGI and one WOIS workshop for student aides, and gave one SIGI workshop to faculty.

D. Educational Talent Search

1. Continue to refine project database system and procedures.
   Response: Encouraged and supported the Office Assistant to develop skills for use of the Student Management System, "PageMaker", and other capabilities.

2. Maintain computer linkage with East County Center.
   Response: Combined the East County Center and Centralia College office facilities to provide a more effectively managed program.

E. Financial Aid and Student Job Center

1. Implement the initial application and process corrections to the financial aid/Pell information electronically.
   Response: Implemented the Electronic Student Aid Reports (ESARs). Developed procedure for both initial and correction applications.

2. Develop procedure to process renewal Pell applications electronically.
   Response: Installed electronic renewals software but due to staff shortages and new assignments, like Workforce Training, it was not implemented. Discussions are still taking place as to staffing requirements which would allow students to enter their own financial information electronically.

3. Develop a tracking system which monitors student employee pay increases.
   Response: Recommended a one-pay rate (an increase to $4.90 per hour) for all student workers except A-Team staff, the wage increase was effective October 1993. This eliminated the need to monitor wage increases.

F. Handicapped and Special Needs Program

1. Automate accessibility to data on students and learn to use a system that can make contact with students with disabilities easier.
   Response: Not accomplished.

2. Continue to update and maintain computerized inventory control.
   Response: Monitored inventory on a weekly basis. Asked students to return equipment quarterly for maintenance purposes.

G. Student Programs

Increase the number of people in area that know PageMaker and spreadsheet programs.
Response: Encouraged support staff and students to learn "Print Shop," spreadsheets, and one also learned "PageMaker".

H. Student Support Services

1. Implement new project database developed for TRIO programs.
   Response: Implementation of the new TRIO database model has been delayed until a Macintosh version is available, anticipated Spring or Fall 1994.

2. Conduct comparison of SSS student progress with Centralia College and state data related to student retention, graduation, and transfer.
   Response: Identified college and state community college reports which can be analyzed against SSS student data regarding retention, graduation and transfer through work on the College's Diversity Work plan. SSS students have a higher percentage for retention during their first two quarters than regular Centralia College students and students in the statewide community college system as a whole.

STUDENT SERVICES
GOALS FOR 1994-95

I. Maintain High Standards of Instruction

A. Dean of Students
1. Continue to assist in the identification and development of courses and services which maintain a quality level of instruction.
2. Work closely with the new Dean of Instruction, faculty and staff to identify and address barriers to student success.

B. Admissions and Records
1. Enhance the quality of instruction by extending support services; i.e. Advising Handbook, Academic Assistance Alert, Degree Audit.
2. Communicate enrollment data and student demographics to College Council.
3. Serve on campus committees related to Instruction.

C. Educational Talent Search
1. Provide services to 1000 ETS participants including middle school and high school youth and adults returning to school.
2. Continue to develop the curriculum for high school students in conjunction with the middle school curriculum.

D. Financial Aid and Student Employment
1. Develop master calendar so that staff and students better understand peak times and to coordinate workloads in both Financial Aid and Student Job Center offices more effectively.
2. Examine the impact of the State Postsecondary Review Entity (SPRE) on the college as a whole (audits, accreditation, curriculum).
3. Continue to offer workforce training and financial aid workshops in targeted classes.
4. Conduct work/search activities, resume writing, interviewing techniques, etc. as requested.

E. Handicapped and Special Needs Program
Continue to educate and support faculty, who have special needs students in their classes, with ideas that will help them teach their class and not compromise their standards while accommodating the student's needs.

F. Sports Programs
1. Continue to improve academic tracking system on all student athletes.
2. Continue to develop coordinative support programs with other areas on campus for high risk students who need additional academic assistance.

G. Student Programs
1. Research Student Development Models.
2. Increase "Classroom Connections" Series.

H Student Support Services
1. Provide academic support services which promote retention, graduation, and transfer of students.
2. Provide academic assistance for completion of basic skills.
3. Provide cultural enrichment activities which support classroom achievement.

II. Meet the Needs of Students Through Enhanced Support Services

A. Dean of Students
1. Develop and implement plans which address the Entry Center Task Force's recommendations as is deemed appropriate by the institution.
2. Develop an office of International and Multicultural Programs which address the needs of our international students and students of color and assists the institution in developing diversity awareness/training programs.
3. Continue to refine and develop the services offered through the Student Job Center.

B. Admissions and Records
1. Participate in development of the new Student System Redevelopment Project coordinated by the CTC.
2. Develop a plan for implementation of the new Student System.
3. Implement mandatory orientation for Running Start students and their parents and/or guardians.
4. Participate on the Calendar DTF for planning a biennium calendar.
5. Continue to train faculty on use of SMS system and degree audit.

C. Counseling/Career Center
1. Develop intake process flow-charts clarifying roles and functions of office staff, Vocational Resource Advisor, and Counselors: who goes where and why? What screening questions facilitate best referrals?
2. Develop a cross-reference guide for students to connect identified skills with SIGI job titles (especially effective with vocational students).
3. Improve self-service transfer guides and information sources in collaboration with the Student Support Service's Transfer Coordinator.
4. Establish a mid-quarter Running Start Intervention Project to improve success rate.
5. Provide counselors to assist students during open registration.

D. Educational Talent Search
1. Conduct a conference for middle school students.
2. Provide services to students according to the individual Learning Assistance Plan.
3. Implementation of the Portable High Tech Counseling Center (PHTCC).

E. Financial Aid and Student Employment
1. Continue to process applications in a timely manner.
2. Develop and implement an Emergency Loan Program.
3. Evaluate how the National & Community Service Act will impact State Work Study placements.
4. Implement the process to identify on campus Federal Work Study positions that meet the 5% community service requirement.
5. Begin to analyze the impact of Direct Loan on institutional impact.

F. Handicapped and Special Needs Program
1. Continue to have the Special Needs Office open and staffed at hours that are convenient to regular day students.
2. Continue to provide services to students in the summer by appointment.
3. Provide evening office hours two nights a week during the first two weeks of each quarter.

G. Sports Programs
1. Continue to offer quality programs in the four sports offered at Centralia College.

2. Research the feasibility of adding more intercollegiate sports for females.
3. Evaluate and review existing intercollegiate athletic programs.
4. Explore ways to improve study table sessions by utilizing tutors for student-athletes.

H. Student Programs
1. Increase awareness of substance abuse prevention.
2. Assess activity needs of students.

I. Student Support Services
1. Work with the Title III Writing Coordinator, the College Peer Tutor Coordinator and the College's education staff to modify EDUC 215 to become a comprehensive tutor training course for all the College's tutors.
2. Expand the SSS Writing Center to accommodate all students needing writing assistance by moving to the Batie Science Center, acquiring more computer support, and increasing tutoring hours.
3. Implement a process to track grade improvement in courses tutored.

III. Develop and Market Educational Programs in Response to Community Needs

A. Dean of Students
1. Reactivate and support the Enrollment Management Committee. Advocate for programs which strengthen the college's recruitment and retention efforts.
2. Work with the Instructional Office to redesign curricular offerings which better meet the needs of students.

B. Admissions and Records
1. Enhance marketing efforts to high schools, non-traditional students and students of color.
2. Participate in student development projects to promote student success.

C. Counseling/Career Center
1. Increase the number of sections of Student Success Course (HDEV 150).
2. Develop "Learning Community", linking Student Success Course with HDEV "American Culture Class" for International students.
3. Improve scholarship information system, implement Scholarship Search Software.
4. Collaborate with new emerging grant programs.
5. Develop and offer one-hour workshops on SIGI, WOIS, and Career Center materials, and identify work skills (Dependable Strengths).

D. Educational Talent Search
1. Continue to develop outreach and services to women in the community.
2. Continue to provide financial aid workshops in conjunction with the Financial Aid department to target schools.
3. Develop a comprehensive marketing effort to inform the community about the ETS program.

E. Financial Aid and Student Employment
1. Continue to offer financial aid workshops at local high schools and community centers.
2. Look at the possibility of implementing an Individual Educational Plan for student aid recipients.
3. Coordinate with campus departments and community agencies for Workforce Training needs of student participants.

4. Include State Work Study students for consideration in the "Student Employee of the Quarter" program.

F. Handicapped and Special Needs Program
1. Work with special education instructors at the high school level to facilitate a smooth transition to college for students.
2. Work with agencies to create a smooth transition from school to work.

G. Sports Programs
1. Continue to strengthen the ties between students, parents, Centralia College personnel, Board of Trustees, and the community in their support for the Centralia College Sports Programs.
2. Continue to develop new ideas for promoting financial opportunities for business involvement through Booster Club activities to enhance Centralia College athletics.
3. Induct new members into the Sports Hall of Fame and coordinate the Sports Banquet.

H. Student Programs
1. Implement evaluation process of "Expression Series" to meet audience needs.
2. Work with community agencies to develop a substance abuse prevention program.

I. Student Support Services
1. Work with Special Services office and faculty to facilitate access and provide accommodations for the needs of students with disabilities.
2. Expand work with community agencies to co-sponsor activities and events.

IV. Encourage and Support Professional Development of Faculty and Staff

A. Dean of Students

Continue to promote and support development activities for all members of the Student Services Division.

B. Admissions and Records
1. Provide opportunities for training and professional development activities for Admissions and Records staff.
2. Coordinate visitation to another community college to meet with counterparts and find new ways to accomplish work-related goals.
3. Support and encourage staff training on computerized systems and software. Support additional training requests.

C. Counseling/Career Center
1. Establish career development mentoring linkage between Vocational Resource Advisor and Counselor.
2. Support the development of experiential education resources for HDEV and other faculty.
3. Support new part-time Counselor's training to become a group leader for Cispus Challenge Course.

D. Educational Talent Search
1. Provide in-service training opportunities to ETS staff.
2. Provide opportunities for program staff to attend conferences or training appropriate to individual professional development plans.

E. Financial Aid and Student Employment
1. Continue to send staff to various professional and enrichment workshops/seminars.
2. Encourage staff to continue their postsecondary education.

F. Handicapped and Special Needs Program.
1. Promote a training session during fall in-service on the ADA and provide accommodation for special needs students.
2. Continue to provide training tapes from RRCD to improve signing skills of all staff.

G. Sports Programs
Continue to assess the present programs/activities to assure that all Sports Program staff possess the competency, skills and knowledge base to assist in informing students, the campus and community in providing high-quality information and services.

H. Student Programs
1. Provide training for student funded programs' advisors.
2. Develop handbook for student funded programs' advisors.

I. Student Support Services
1. Encourage staff to develop individual professional development plans.
2. Make available training opportunities for individual staff members.
3. Organize cross-training of program staff.

V. Promote a Positive Campus Environment

A. Dean of Students
1. Work closely with all areas of the college environment to create a collegial environment based on trust and respect.
2. Actively participate on the College Council, ensuring that the Student Services staff are well informed of issues and are encouraged to participate in the decision-making process.

B. Admissions and Records
1. Participate in campus activities and on campus committees.
2. Continue to improve communication links between other college departments.

C. Counseling/Career Center
1. Restructure counselor liaison linkages with instructional divisions.
2. Offer portable challenge events to various campus personnel and students.

D. Educational Talent Search
1. Continue to participate in campus committees and activities.
2. Develop a working relationship with other college departments to meet program goals.
3. Develop a comprehensive marketing effort to inform the campus about the ETS program.

E. Financial Aid and Student Employment
1. Continue to work closely with campus departments to eliminate student barriers.
2. Continue to be sensitive to other departments which are impacted by the financial aid department.
3. Keep faculty and supervisors informed of financial aid changes, Satisfactory Academic Progress Standards, Student Job Center changes (i.e. self referrals).

F. Handicapped and Special Needs Program
1. Continue to send a letter of introduction from the Special Needs Office each quarter to new students who have declared that they have a disability on their registration form.
2. Continue to encourage the cultural diversity groups on campus to recognize the different cultural values of deaf students.

G. Student Programs
1. Recognize student funded programs for their accomplishments.
2. Increase advertising of campus events.

H. Student Support Services
1. Encourage program staff to each serve on at least one major college committee to facilitate a positive college climate representing the interests of first generation, low income and disabled students.
2. Continue collaborative efforts with other college departments.

VI. Provide Effective Administrative Leadership

A. Dean of Students
1. Work closely with all areas of the college to ensure that student needs are clearly understood and addressed. Promote a student-centered approach to decision making.
2. Work closely with the new Dean of Instruction to ease his/her transition to the college and identify issues which will strengthen curricular/service offerings.

B. Admissions and Records
1. Provide leadership and resources for campus committees and task forces.
2. Develop written goals and objectives for the Admissions and Records Office.
3. Serve on college and state-wide professional committees.

C. Counseling/Career Center
1. Develop and implement experiential and other types of comprehensive training for student aides.
2. Change focus of criteria for selecting student aides.

D. Educational Talent Search
1. Report results of project outcomes to campus and community.
2. Conducted staff meetings in TQM format.
3. Develop annual ETS planning meeting.
4. Encourage ETS program to work as self-directed work teams.

E. Financial Aid and Student Employment
1. Encourage self discovery through assessment instruments and introduce team building techniques.
2. Create and complete one section of a Procedures Manual.

F. Handicapped and Special Needs Program
1. Continue to look for other funding sources for the Special Needs Program.
2. Continue to learn about different disabilities and how to accommodate them in a classroom setting.

G. Sports Programs
1. Continue to schedule weekly meetings with coaches.
2. Serve on college and professional committees.

H. Student Programs
Further professional development.

I. Student Support Services
1. Establish new strategies to ensure full financial need of SSS students is met.
2. Continue to implement TQM principles within the SSS program.

VII. Continue to Develop and Refine Computer-Aided Systems
(additional goal established by Student Services)

A. Dean of Students
Identify areas where computer support and equipment can be enhanced in the Student Services areas.

B. Admissions and Records
1. Participate in redevelopment project for enhanced computerization in community college system.
2. Plan for and implement the new system to enhance services to students.

C. Counseling/Career Center
1. Implement new career guidance software "Career Finder" for use with Vocational Biographies.
2. Implement new scholarship software system.

D. Educational Talent Search
1. Research lap top portable computer software to be used in the target schools for career assessment purposes.
2. Investigate possibility of improving student tracking and student analysis capabilities.

E. Financial Aid and Student Employment
1. Update computers and systems.
2. Look at new ways of accessing student information (data express, etc.)

F. Handicapped and Special Needs Program
1. Purchase and maintain additional lap-top computers as needed and as funds are available.
2. Learn to do mail merge so communicating with clients is easier.

G. Student Programs
1. Update computer systems to hold new programs.
2. Learn new programs.

H. Student Support Services
1. Implement new project database developed for TRIO programs.
2. Encourage staff to further develop computer literacy skills especially in areas of retention tracking.

ADDENDUM

It should be noted that a separate annual report is published which addresses the specific accomplishments of the faculty and staff of the Garrett Heyns Education Center at the Washington Correction Center near Shelton, Washington. Other reports are available which provide information about the accomplishments of college related programs funded through grants and contracts. Additional sources of evaluative material such as the accomplishments of the Board of Trustees and other aspects of the college are available from the office of the President.